

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

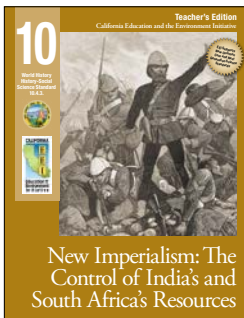
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

10.4.3.—New Imperialism: The Control of India's and South Africa's Resources



In this unit, students study the New Imperialism and how it affected the peoples of India and South Africa, as well as Californians. They learn about the natural resources of these three geographic locations and how colonialism impacted the lands and people there. Through writing, graphic organizers, and discussion, students make connections that contribute to their understanding of New Imperialism. They end by juxtaposing the three regions and writing an essay to compare and contrast them.

		SL.9–10.1	SL.9–10.2	SL.9–10.4	L.9–10.4	RH.9–10.1	RH.9–10.2	RH.9–10.3	RH.9–10.4	RH.9–10.5	RH.9–10.7	RH.9–10.8	RH.9–10.9	WHST.9–10.1	WHST.9–10.2	WHST.9–10.4	WHST.9–10.5	WHST.9–10.7	WHST.9–10.8	WHST.9–10.9
LESSONS	California Connections							✓		✓		✓			✓					✓
	1	✓			✓		✓		✓							✓				
	2	✓		✓	✓	✓	✓	✓	✓					✓		✓			✓	✓
	3	✓			✓		✓		✓		✓		✓	✓	✓	✓	✓			
	4	✓			✓		✓		✓							✓				
	5	✓	✓		✓		✓	✓	✓			✓				✓				✓
	6	✓		✓	✓				✓					✓	✓	✓				
Traditional Assessment							✓								✓	✓				
Alternative Assessment							✓							✓		✓		✓		
		COMMON CORE STANDARDS																		

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RH:** Reading Standards for Literacy in History/Social Studies
- **SL:** Speaking and Listening Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 23–24 of this document.

A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Whole class, partners
- **Lesson 2:** Whole class, two groups
- **Lesson 3:** Whole class, pairs, groups of four
- **Lesson 4:** Whole class
- **Lesson 5:** Whole class, pairs, groups of four
- **Lesson 6:** Whole class, small groups

National Geographic Resources

- **Water for Life** wall map (Lesson 1)
- **Political** wall map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
Students answer multiple-choice and short-answer questions.	<p>RH.9–10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Alternative Assessment	
Students create a poster depicting the perspective of one of the stakeholders in India, South Africa, or the Mount Shasta region of California. Students follow directions in How They Saw It Poster (Alternative Unit Assessment Master).	<p>RH.9–10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>WHST.9–10.1: Write arguments focused on discipline-specific content.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9–10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

Lesson 1: Decisions about Natural Resources

Students read **California Connections: Competing Interests on Mount Shasta** and discuss the differing perspectives of stakeholders involved in decisions over natural resources. They view a map of colonial holdings in the late 19th and early 20th century.



National Geographic Resources

- **Water for Life** wall map
- **Political** wall map

Use this correlation in conjunction with the **Procedures** located on page 34 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Steps 1 and 2: Lead a discussion to introduce Mount Shasta and the value it has to its community. Have students complete Conflict on Mount Shasta (Student Workbook, pages 3–4) while reading California Connections: Competing Interests on Mount Shasta (Student Edition, pages 2–5). Then, have them share with a partner, and then whole class.</p> <p>Suggestion: Have students cite textual evidence within their answers.</p> <p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper ■ Have students use a sheet protector over the page and write with a whiteboard marker ■ Do together as a class on a projector or chart paper ■ Project the digital fill-in version and do together as a class ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary <p>Suggestion: Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 18–22 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</p>	<p>RH.9–10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Student Tasks	Common Core Standards Applications
<p>Step 3: Review the terms “colony” and “New Imperialism” with students. Project New Imperialism (Visual Aid #1) and have students identify the colonial powers and some of the areas under their control, on the map.</p>	<p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>

Lesson 2: Natural Resources and Natural Systems in India and South Africa

Students review pre-colonial maps of India and South Africa and read case studies about the natural resources that encouraged the British to colonize these areas of the world during this time.



Use this correlation in conjunction with the **Procedures** located on pages 46–47 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Steps 1–4: Review the meaning of “New Imperialism,” the late 19th and early 20th century period of colonization by industrial countries. Show students the locations of South Africa and India on the World wall map. Ask students on which continent each of these countries is located.</p> <p>Project Map of South Africa, July 1885 (Visual Aid #2) and describe South Africa’s landscape.</p> <p>Project the Minerals Map of South Africa (Visual Aid #3) and point to the region where diamonds and gold were discovered.</p> <p>Project the Pre-Colonial Map of India (Visual Aid #4) and describe India’s location.</p> <p>Project Cash Crops in India (Visual Aid #5) and explain that Great Britain sought India’s forest lands for wood and converted land for cultivation of cash crops for export.</p> <p>Project Transporting Raw Materials and Goods (Visual Aid #6) and tell students that, between 1850 and 1900, the British government supported companies that laid thousands of miles of railway tracks to access India’s interior to transport raw materials and goods.</p> <p>Suggestion: Question students about their prior knowledge of South Africa and India, as well as their usage of goods produced there, to stimulate a connection to the material.</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9–10.4: Present information, findings, and supporting evidence clearly, concisely, and logically...</p> <p>WHST.9–10.8: Gather relevant information from multiple authoritative print and digital sources (primary and secondary)...</p>

Student Tasks	Common Core Standards Applications
<p>Step 5: Divide the class into two groups, and assign one to South Africa: Colonization and Natural Resources (Student Workbook, pages 5–6), and the other to India: Colonization and Natural Resources (Student Workbook, pages 7–8). Instruct them to read the article that they have been assigned and answer the corresponding questions.</p> <p>Suggestion: <i>Require students to include cited textual evidence within their answers.</i></p>	<p>RH.9–10.1: Cite specific textual evidence to support analysis of...secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9–10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9–10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>WHST.9–10.1: Write arguments focused on discipline-specific content.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Step 6: Discuss the colonies using the Great Britain’s Colonies Venn diagram to organize the information. Questions to ask students include:</p> <ul style="list-style-type: none"> ■ How were the geography and natural resources of each region similar or different? <i>(Both counties had mountains, inland plateaus, many rivers, and land for cultivation. Both India and South Africa had long regular coastlines and were located in areas beneficial for trade with Great Britain. India had large regions of forest, good land for farming and mineral reserves. South Africa has some forest lands, good farming land, and valuable mineral resources.)</i> ■ What resources did Britain want to control in each region? <i>(In India, Britain wanted to control the land, especially the farmlands and forests. They wanted to grow crops they could sell for profit and they wanted the timber from the forests. They also wanted to sell products to the Indians. In South Africa, the British wanted gold, diamonds, and agricultural lands. They also wanted to sell products to the South Africans.)</i> ■ What decisions did Great Britain make about controlling/managing the natural resources in these regions? <i>(They decided to take control of these areas completely so that they could harvest or extract as many and as much of the resources as they needed.)</i> 	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9–10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

Lesson 3: India in the News

Students learn about elements of direct and indirect colonial rule. They then analyze newspaper articles about India under British imperialism. They identify the perspectives presented in the articles and write short essays about how the Indians and British experienced imperialism differently.



Use this correlation in conjunction with the **Procedures** located on page 64 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 1: Ask students to briefly describe why India and South Africa became important areas of the world for Great Britain during the time of New Imperialism. Have students turn to Direct and Indirect Rule (Student Workbook, pages 9–10). Pair students and have them read about and brainstorm advantages and disadvantages of each kind of rule for both the colonizers and the colonized. Project Direct Rule (Visual Aid #7) and Indirect Rule (Visual Aid #8) while discussing the advantages and disadvantages of each kind of rule as a class.</p>	<p>RH.9–10.2: Determine the central ideas or information of a...secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (one on one,...teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9–10.1: Write arguments focused on discipline-specific content.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Step 2: Have students examine the primary source located in India in the News (Student Workbook, pages 11–20). Students should read each piece, looking for the main idea and noting their findings on the pages provided.</p>	<p>RH.9–10.2: Determine the central ideas or information of a primary...source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Student Tasks	Common Core Standards Applications
<p>Step 3: Discuss as a class and record student response from India in the News 1 and 2 (Visual Aids #9 and #10).</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>Steps 4 and 5: Students identify the main ideas and perspectives from the remaining India in the News article while working in groups of four. Then, discuss as a class.</p>	<p>RH.9–10.2: Determine the central ideas or information of a primary...source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9–10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...in groups, and teacher led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Step 6: Students write an essay after reviewing the scoring tool.</p> <p>Suggestion: <i>Require students to include cited textual evidence within their essays. Consider requiring a full-process essay with multiple drafts and a defensible thesis.</i></p>	<p>RH.9–10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST.9–10.1: Write arguments focused on discipline-specific content.</p> <p>WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>

Student Tasks	Common Core Standards Applications
<p>Step 6 (continued):</p>	<ul style="list-style-type: none"> c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>WHST.9–10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

Lesson 4: India Responds to Colonial Rule

Students read and think critically about the Bastar Rebellion of 1910. Students focus on eight historical figures as they explore various viewpoints embodied in the Indian peoples' responses to British rule, and the British responses to Indian perspectives on resource use.



Use this correlation in conjunction with the **Procedures** located on page 90 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Steps 1 and 2: Students read The Bastar Rebellion of 1910 (Student Edition, pages 6–10) as a class and fill out Roles and Perspectives (Student Workbook, pages 21–25) as they read. Students answer the three summary questions on page 3 of Roles and Perspectives.</p>	<p>RH.9–10.2: Determine the central ideas or information of a...secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...in groups, and teacher led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Student Tasks	Common Core Standards Applications
<p>Step 3: Project Roles and Perspectives 1 and 2 (Visual Aids #11–12). As a class, complete the two columns on Roles and Perspectives 1 and 2 while students complete Roles and Perspectives (Student Workbook, pages 4–5).</p> <p>Suggestion: Have the students complete the chart in groups first, then check for understanding as a class.</p>	<p>RH.9–10.2: Determine the central ideas or information of a...secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...teacher led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Step 4: Guide students through these questions as a class discussion:</p> <ul style="list-style-type: none"> ■ Which historical figures supported Britain's policies for India? Why? (<i>Lt. Col. Smith, E. A. Rooke, King of Bastar, Nursab Khan, and the British Military Commandant each believed that they were improving the economy for both the British and Indians and bringing the modern world to India. They also believed they were helping preserve the forest.</i>) ■ Which historical figures believed that Britain's decisions harmed India's people and land? Why? (<i>Lal Kalandar Singh—resented loss of use of forestland. Rebel Member of Parjas Tribe—culture and survival threatened by removal from ancestral land.</i>) ■ How did New Imperialism influence natural systems in India? (<i>The landscape changed as the British restricted access to the forests. Many trees were cut.</i>) 	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...teacher led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

Lesson 5: Competing for South Africa

In groups, students read a narrative describing South Africa's resources and the competition to control them. They view images to identify important resources, stakeholders, and perspectives, and they discuss imperialism's effects on the indigenous people of the area.



Use this correlation in conjunction with the **Procedures** located on page 110 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 1: In groups of five, students read South Africa Narrative (Student Edition, pages 11–14) and complete Questions about the South Africa Narrative (Student Workbook, pages 26–28).</p>	<p>RH.9–10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...in groups...) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Steps 2 and 3: Review Questions about the South Africa Narrative with the class. Project Perspectives on South Africa 1–4 (Visual Aids #13, 15, 17, and 19) and lead a class discussion with the questions provided.</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9–10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: Direct students in pairs to make a storyboard according to guide in Who Controlled South Africa's Resources? (Student Workbook, page 29).</p>	<p>RH.9–10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9–10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9–10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one...) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9–10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

Lesson 6: Control of Resources in California, India, and South Africa

Students review **California Connections: Competing Interests on Mount Shasta**. In groups, they complete charts and share information comparing control of resources in California, India, and South Africa. Students summarize their findings in an essay.



Use this correlation in conjunction with the **Procedures** located on page 138 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 1: Review the term “ecosystem goods” with students.</p> <p>Have students turn to California Connections: Competing Interests on Mount Shasta (Student Edition, pages 2–5). Engage students in a discussion of these questions:</p> <ul style="list-style-type: none"> ■ What natural resources are being controlled on Mount Shasta? (<i>The land, wildlife, water, geothermal energy, timber, rock</i>) ■ What methods are being used to control them? (<i>The area above the tree line has been listed on the National Register of Historic Places. This allows the Department of the Interior to regulate land use and require a review process for any development.</i>) ■ How have the people in the Mount Shasta area responded? (<i>California Indian tribes and conservationists asked for the designation. They are pleased that at least some of the mountain is protected. Developers, industrialists, and private landowners protested the designation, which caused the NRHP to protect less land. Conservationists continue to work with agencies and industry to protect areas not covered by the National Register designation. Most stakeholders agree that careful use of the mountain’s resources will benefit generations to come.</i>) ■ What does the Mount Shasta example have in common with India and South Africa during the period of New Imperialism? (<i>Different groups have different needs and uses for the natural resources present. Government agencies control access and use of resources.</i>) 	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>

Student Tasks	Common Core Standards Applications
<p>Step 2: In small groups, students complete one assigned row of Competing Interests in Mount Shasta, India, and South Africa (Student Workbook, pages 30–34). Assign remaining rows to each group and have them complete in their workbook before transferring to poster paper and posting in the classroom.</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (...in groups...) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>WHST.9–10.1: Write arguments focused on discipline-specific content.</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Step 3: Students present about their regions to the class and complete their copies of Competing Interests in Mount Shasta, India, and South Africa while they listen to presentations.</p> <p>Suggestion: Add a lesson preceding this one in which you make two possible outlines for the essay: one which follows the organization presented in the sample, and a simpler one which uses each geographic region as the example presented in each body paragraph, in order to differentiate instruction.</p>	<p>SL.9–10.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g.,... informative...), audience, and task. CA</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: Read the instructions for the essay in Part 2 of Competing Interests in Mount Shasta, India, and South Africa and have students complete for homework.</p>	<p>WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

Reading *California Connections* using a Common Core Reading and Writing Focus

Reading

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the **California Connections** selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis; note any gaps or inconsistencies; note the date and origin of the source and whether it is primary or secondary. **(RH.9–10.1)**
- Note how the author sets up the central ideas or information; trace the relationship among key details and ideas; summarize how key events or ideas develop over the course of the text. **(RH.9–10.2)**
- Analyze a series of events described in the text; evaluate various explanations for actions or events; determine which explanation best accords with textual evidence; determine whether earlier events caused later ones or simply preceded them; acknowledge where matters are left uncertain. **(RH.9–10.3)**
- Note how the author explains and refines the meaning of key terms, symbols, domain-specific words, and phrases. **(RH.9–10.4)**
- Analyze how the structure is used to emphasize key points or advance an explanation or analysis and how key sentences, paragraphs, and larger portions of the text contribute to the whole. **(RH.9–10.5)**
- Compare and evaluate the point of view of the author(s); note which details are included and emphasized; assess the author's claims, reasoning, and evidence; compare the text with other authors on the same topic. **(RH.9–10.6)**
- Note how the information in the **California Connections** text integrates with information provided throughout the unit in diverse visual, quantitative, and qualitative formats, including tables, charts, research data, and maps, in print or digital texts. **(RH.9–10.7)**
- Assess whether the author's extent of reasoning and evidence in a text support the author's claim; evaluate the author's premises, claims, and evidence. **(RH.9–10.8)**
- When other documents are included, compare and contrast findings presented in this text to those in other sources, noting when the findings support or contradict previous explanations, and identify any discrepancies. **(RH.9–10.9)**
- Note comprehension strategies for understanding text. **(RH.9–10.10)**

Note: Standard descriptions from the *Reading Standards for Literacy in History/Social Studies* are paraphrased and combined, using terminology that applies to reading a **California Connections** selection.

Writing

Many **California Connections** selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

Using the *California Connections* Selection

The following pages note specific places where the **California Connections** selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

RH.9–10.5: Analyze how a text uses structure to emphasize key points...

Suggestion: Prior to reading the selection, students should review why informational text is organized in this manner. Have students identify headings, subheadings, and captions.

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Competing Interests on Mount Shasta



Rising 14,162 feet into the sky, Mount Shasta's physical prominence symbolizes its cultural and commercial significance. The towering volcanic mountain is the ancestral home of at least five California Indian tribes. Its resources support many industries central to the region's economy.

The name "Shasta" evolved from California Indian and European words used to describe the mountain. Early explorers looked to Mount Shasta for guidance, in the most literal sense of the word. Seeing the peak meant they were nearing the end of the long journey from the East to the West. Documented explorations of the area date as far back as the late 1700s. Scientific writings from the American Wilkes-Emmons overland expedition of 1841 were part of the founding collections of the Smithsonian Institution. By the mid-1800s, industry began moving into the Shasta area. Land surveys published by the Pacific Railroad contain detailed color illustrations of the area's botany, ecology, and anthropology. The 12 volumes have been called America's "first environmental impact



Mount Shasta

WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Suggestion: Have students identify these words and/or phrases: *folklore, aquifer, royalties, geothermal.*

Ask students to create a concept map that helps them understand the relationship between these words/phrases. Have students pair/share their concept maps, and provide students an opportunity to make revisions to their concept maps.

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statement.” Their publication attracted people to the region’s rich natural resources and brought about an increase in the mining, logging, and tourism interests in Mount Shasta. Water bottling interests and utilities followed. By the beginning of the 20th century, many competing interests had a stake in the land use decisions on and around Shasta. Along with these competing interests came controversy.

Development on the Mountain

Life on and around Mount Shasta has changed significantly over the past century. The many uses of the area resources have continued to expand. Adventurers now scale the summit. Scientists study the mountain’s unique ecology and monitor its geologic activity. Developers build resorts for skiers, mountain bikers, and others who enjoy recreational pursuits. Power companies drill wells to access geothermal power. Loggers harvest timber from the forests. Artists seek inspiration from the towering, snow-clad peak. A vast array of Shastian literary works, art, and folklore is evident at the local bookstore. After several years of legal battles, one bottling company recently received water rights to the aquifer under Mount Shasta.



Mountaineering on Mount Shasta

Over the past 20 years, those living in the shadow of Mount Shasta have seen many changes in the control of “their” mountain and its resources. While cultural and environmental concerns have arisen from the economic growth, the development has also benefited the local community. Revenues from royalties and taxes help pay for schools, health care, and roads. Shasta’s geothermal resources provide relatively clean power for much of the area. The region’s landscape supports a vibrant tourism industry based on mountaineering, hiking, skiing, fishing, and cycling.

Competition and Controversy

Local leaders have tried to maintain harmony between the different interests (stakeholders) competing for Mount Shasta’s resources. However, this has become difficult with the influx of outside interests attracted to the economic potential of the mountain’s resources. In 1994, a coalition representing California Indian and conservationist interests sought help from the federal government. They filed an application to list Mount Shasta on the National Register of Historic Places (NRHP). This Department of the Interior

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designation would regulate land use and require a review process for any development on the mountain.

The main groups involved in seeking the decision to designate part of Mount Shasta as a place of "historical interest" were California Indian tribes, conservationists, and businesses. Each of these three major groups had a different perspective and a different interest.

For centuries, Mount Shasta provided everything the Wintu, Shasta, Modoc, Achumawi, and Assegai people needed to live. The streams yielded salmon and freshwater mussels. The forests provided deer and acorns. The grasslands supported game and supplied important plant fibers for baskets. The tribes used the region's volcanic stone to make tools and its plants for medicines. Mount Shasta continues to be a central force in the physical

and spiritual lives of its native people. A sense of duty and reverence is common. Tribal members carefully prepare for any travel up the slopes and they rarely cross the timberline. After ceremonial use, they carefully returned sacred sites to their original, pristine state. California Indians feel that development threatens sacred sites and their livelihood.

The mountain's remoteness and wealth of natural resources represent a rich ecology treasured by conservationists across the U.S. For example, several plants in the Shasta area do not exist anywhere else in the world. Unfortunately, several of Shasta's unique animal species became extinct in the late 19th century due to human predation and disease.

The mountain has long had allies in preservation. Joaquin Miller spent a year living with an Indian tribe at the base of Mount Shasta. His diary was later published as the classic novel, *Life Amongst the Modocs: Unwritten History*. Another California hero, John Muir, the famous preservationist and naturalist, wrote many stories of the beauty and spirit of Mount Shasta. His mountaineering feats may only be surpassed by his efforts to educate the world about California's rich natural heritage. Muir's writings



Salmon

WHST.9–10.9: Draw evidence from informational texts to support analysis, reflection, and research

Suggestion: During a second read of the selection, have students read to identify the groups that have similar and competing interests at Mount Shasta. Have students make a Venn diagram to represent their findings.

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Panther Meadows

include many stories of the beauty and spirit of Mount Shasta. Conservationists spearheaded the effort to list Mount Shasta on the National Register. They continue to monitor industry applications for leases or permits, speak up during public comment periods, and travel to Sacramento and Washington D.C. to meet with decision makers.

The water, timber, and rock in the Shasta area offer valuable resources to people in the state and beyond. Developers, industrialists, and private landowners were concerned

about limits on access to and development of resources if the NRHP designation occurred. Private landowners feared that the NRHP designation would take away their property. Their philosophy comes from the perspective of managing the land to benefit humans, and they sought to oppose government involvement in the management of Shasta's natural resources. Preserving the balance between human interests and the mountain environment has proven to be as challenging as ascending the summit.

1994 Decision

The decision to put Mount Shasta on the National Register of Historic Places took six years of work. Supporters collected vast amounts of information, drafted numerous documents, and conducted many stakeholder hearings and meetings. Because of this process, most of Mount Shasta became eligible for the NRHP in 1994. However, the response of some stakeholders caused the federal government to revisit its decision. Ultimately, the 19,000 acres above the tree line and an area called Panther Meadows received the designation.

Many supporters welcomed the decision, but many stakeholders remain unhappy. They do not want the Department of the Interior involved in managing the natural resources on and around the mountain. Conservationists continue to work with agencies and industry to protect areas not covered by the National Register designation. Life for the people in the community around Shasta has grown more complex due to the mix of local and federal overseers. Despite this, most stakeholders seem to agree that careful use of the mountain's resources will benefit generations to come. At the same time, they hope that thoughtful management will protect the region's unique wildlife and wilderness.

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RH.9–10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

Suggestion: Have students review the reading selection and have them identify the author's claims and the evidence the author uses to support the claim. An extension of the activity could be identifying a claim the author makes and finding additional evidence beyond that provided in the reading selection to support the claim. For example, students could research local places that are also located on the NRHP and determine if they encountered the same processes.

RH.9–10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Suggestion: Have students make a timeline of "human impact" events on or about Mt. Shasta. They could label whether or not they are causal events and describe what later effects they had in the region.

California Common Core State Standards Descriptions

Language Standards

- **L.9–10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

Reading Standards for Literacy in History/Social Studies

- **RH.9–10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9–10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9–10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **RH.9–10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **RH.9–10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9–10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **RH.9–10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **RH.9–10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

Speaking and Listening Standards

- **SL.9–10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9–10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.9–10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically (**using appropriate eye contact, adequate volume, and clear pronunciation**) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (**e.g., argument, narrative, informative, response to literature presentations**), audience, and task. **CA**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **WHST.9–10.1:** Write arguments focused on *discipline-specific content*.
- **WHST.9–10.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Common Core Reference Pages

- e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **WHST.9–10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9–10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9–10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.9–10.8:** Gather relevant information from multiple authoritative print and digital sources (**primary and secondary**), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **CA**
- **WHST.9–10.9:** Draw evidence from informational texts to support analysis, reflection, and research.